

Appendix G: Internship Field-based Activities Summary Report and Validation



Lamar University – M.Ed. in Educational Technology Leadership

Internship Field-based Activities Summary Report and Validation

Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. It is also to be signed by your site mentor at the conclusion of your field-based activities.

As you plan your campus- or district-supervised Internship hours, do the following:

- Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards.
- Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards.

Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 *Please note that course number changes in Fall 2010*.

Once complete:

- PDF the Validated Summary Report and email to kayabernathy@gmail.com
- Create a new page on your wiki, titled "Internship Field-based Activities Summary Report"
- Post the completed Internship Field-based Activities Summary Report to your wiki.

		Brief Description of the Activity	Date of the Activity	Internship Hours
Standard I. Technology Operations and Concepts	TF- I.A	I assisted a new special education self-contained classroom teacher to plug in and turn on the classroom computers. I also sat with her to show her how to log on to the district network and how to access the special education software via the internet.	August 2010	2.0
		Assisted in the district-mandated PLC training for the new teachers. I helped the teachers make spreadsheets, databases, and brochures for curriculum-based activities. I also explained and demonstrated how to use different parts of Outlook.	September 2010	3.0

	TF – I. B	I provided a mini-training to the 1 st , 2 nd , 3 rd , and 4 th grade teachers during their conference times on how to input at-risk student data into Mizuni. I used an actual student from each grade level to model the process and answered any questions.	October 2010	4.0 (training)
				0.50 (preparation)
Subtotal				9.5

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		Brief Description of the Activity	Date of the Activity	Internship Hours
Standard II. Planning and Designing Learning Environments and Experiences	TF-II.A	<p>PLC Training.</p> <p>Met with SUCCESS (life skills) teachers to discuss the use of Boardmaker and Springboard programming. I modeled how to make a communication board with Boardmaker and how to program a lesson into the Springboard. I modeled the use of these devices during an actual lesson. I also presented/showed them several websites with resources for this assistive technology.</p>	<p>September 2010</p> <p>March 2011</p>	<p>n/a</p> <p>2.5</p>
	TF-II.B	Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
	TF-II.C	Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
	TF-II.D	Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
	TF-II.E	Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
	TF-II.F	Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
	Subtotal			2.5

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		Brief Description of the Activity	Date of the Activity	Internship Hours
Standard III. Teaching Learning, and the Curriculum	TF-III.A	I developed and provided a tutorial for speech pathologists in integrating technology into therapy.	October 2010	1.0 (training) 3.0 (preparation)
	TF-III.B	Tutorial for SLP's.	October 2010	n/a
		Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
	TF-III.C	Tutorial for SLP's.	October 2010	n/a
	TF-III.D	Tutorial for SLP's.	October 2010	n/a
TF-III.E	Tutorial for SLP's.	October 2010	n/a	
	I participated in an online professional development titled Technology Planning, Policies and Procedures 10-11. The three chapters covered on the self-paced professional development were National and State Standards, Pasadena ISD Technology Standards, and Copyright and Fair Use.	April 2011	3.0	
Subtotal				7.0

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		Brief Description of the Activity	Date of the Activity	Internship Hours
Standard IV. Assessment and Evaluation	TF-IV.A	I participated in a professional development activity for speech pathologists addressing the use of SALT (Systematic Analysis of Language Transcripts) to help in the determination of the presence of a language disorder. SALT is a software program that can be used to analyze language samples.	January 2010	6.0
		I worked with a group of speech pathologists to analyze language samples of our actual students using the SALT program.	January 2010	3.0
		I assisted the intervention specialist upload student performance data into Mizuni to assess student progress for students who were experiencing academic difficulty. Intervention goals and results were uploaded for the intervention team to analyze and either develop more appropriate student-centered interventions or recommend special education testing.	October 2010	2.0
	TF-IV.B	SALT professional development.	January 2010	n/a
		SALT group activity.	January 2010	n/a
		Assisted intervention specialist with data input.	October 2010	n/a
	TF-IV.C			
Subtotal				11.0

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Standard V. Productivity and Professional Practice	TF-V.A	Attended a training for speech pathologists on utilizing assistive technology for special needs children- "Assistive Technology and the SLP"	October 2010 November 2010 January 2011	2.0 2.0 2.0
		Technology Policies and Procedures training.	April 2011	n/a
	TF-V.B	Assistive Technology and the SLP	October 2010 November 2010 January 2011	n/a n/a n/a
	TF-V.C	I created a "Three Words" video. I recorded many of my own clips and used clips recoded by other speech pathologists. I edited all of the movie clips and created a movie using Microsoft Movie Maker. The movie showed various SLP's using three words to describe different types of communication. The lead SLP used the video to show other appraisal staff what SLP's do.	September 2010	6.0
		Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
		Met with the principal to discuss using Gradespeed to access student progress reports and report cards. Created an account and set-up "triggers" that email me when one of my students receives a grade of 75 or below.	April 2011	1.0
		Technology Policies and Procedures training.	April 2011	n/a

	TF-V.D	I set up my teacher web page provided through the district website. In addition to formatting the page, I added a picture of myself and contact information.	August 2010	1.0
		"Three Words" video.	September 2010	n/a
		Online web-conference/training for bilingual issues.		
		Difference vs. Disorders: Typical Speech Development in Children who are Bilingual	January 2011	2.5
		Differences vs. Disorders: Typical Language Development in Children who are Bilingual	February 2011	2.5
Subtotal				19.0

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Standard VI. Social, Ethical, Legal, and Human Issues	TF-VI.A	Technology Policies and Procedures training.	April 2011	n/a
	TF-VI.B	Assistive Technology and the SLP	October 2010 November 2010 January 2011	n/a n/a n/a
		Boardmaker and Springboard with SUCCESS teacher.	March 2011	n/a
		Met with SUCCESS teachers to follow-up on use to Boardmaker to develop communication boards and visual schedules. Discussed and modeled the use of the Springboard.	April 2011	2.0
	TF-VI.C	Assistive Technology and the SLP	October 2010 November 2010 January 2011	n/a n/a n/a
		Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
		Follow-up with SUCCESS teachers on Boardmaker and Springboard.	April 2011	n/a
	TF-VI.D	I met with the resource teacher to discuss a specific student with reading difficulties. We discussed the needs of the student and various programs that may be beneficial for the student. We decided to have the student use the program Edmark to enhance reading skills.	January 2011	1.0
TF-VI.E	Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a	
	Follow-up with SUCCESS teachers on Boardmaker and Springboard.	April 2011	n/a	
Subtotal				3.0

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Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments	TF-VII.A	I showed one of the SUCCESS teachers how to save data in the district-provided storage area (T-drive). I showed her how to use this drive to save her own information as well as to access resources placed there by other educators.	August 2010	1.0
		I worked with the SUCCESS teacher on how to use the district student information system (Chancery) and the special education management system (Encore).	August 2010	2.0
		Assistive Technology and the SLP	October 2010 November 2010 January 2010	n/a n/a n/a
		Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
	TF-VII.B	Assistive Technology and the SLP	October 2010 November 2010 January 2011	n/a n/a n/a
		Difference vs. Disorders: Typical Speech Development in Children who are Bilingual	January 2011	n/a
		Differences vs. Disorders: Typical Language Development in Children who are Bilingual	February 2011	n/a
		Technology Policies and Procedures training.	April 2011	n/a
	TF-VII.C	Boardmaker and Springboard with SUCCESS teachers.	March 2011	n/a
		Follow-up with SUCCESS teacher on Boardmaker and Springboard.	April 2011	n/a
Subtotal				3.0

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Standard VIII. Leadership and Vision	TF-VIII.A			
	TF-VIII.B			
	TF-VIII.C	Technology Policies and Procedures training.	April 2011	n/a
	TF-VIII.D	PLC Training	September 2010	n/a
		Difference vs. Disorders: Typical Speech Development in Children who are Bilingual	January 2011	n/a
		Differences vs. Disorders: Typical Language Development in Children who are Bilingual	February 2011	n/a
		Technology Policies and Procedures training.	April 2011	n/a
	TF-VIII.E			
Subtotal				0.0
TOTAL				55.0

Site Mentor:

Name: Arnold Alanis Title: Content Specialist

(Please Print)

Signature:  Date: 5/27/11